

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant		
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<div style="border: 1px solid black; padding: 5px;"> FOR TEA USE ONLY <small>Write NOGA ID here</small> <div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div> 7 OCT 25 PM 2:50 TEA EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> </div> </div>
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Raymondville ISD	245903		
Vendor ID #	ESC Region #		
1746001950	1		
Mailing address	City	State	ZIP Code
419 FM 3168	Raymondville	TX	78580-

Primary Contact

First name	M.I.	Last name	Title
Benjamin	A	Clinton	Special Programs Director
Telephone #	Email address		FAX #
956-689-8181	clintonb@raymondvilleisd.org		956-689-8180

Secondary Contact

First name	M.I.	Last name	Title
David		Longoria	Chief Financial Officer
Telephone #	Email address		FAX #
956-689-8175	longoriad@raymondvilleisd.org		956-689-8188

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Stetson		Roane	Superintendent
Telephone #	Email address		FAX #
956-689-8176	sroane@raymondvilleisd.org		956-689-0201
Signature (blue ink preferred)		Date signed	



10/23/2017

Only the legally responsible party may sign this application.

701-17-103-076

RFA #701-17-103; SAS #269-18
2017–2018 Perkins Reserve Grant

Page 1 of 34

Schedule #1—General Information

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☒ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☐ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Raymondville ISD is committed to improving the lives of students by preparing them for and connecting them to high wage, in-demand careers. The district is applying for this grant in order to establish a Career Center at Raymondville High School, in partnership with institutions of higher education (IHE) and local industry. Aligned with the Career Center Partnership, Raymondville ISD will implement a "Pathway to Teaching" program in the Education and Training career cluster, which will be new to the district. The Pathway to Teaching will prepare students for the Texas Workforce Commission (TWC) top job in the Lower Rio Grande Valley. TWC predicts that seven of the top 25 jobs in the region will be in the education field, with 18,240 annual openings and a salary range of \$53,644 - \$80,847.*

The Raymondville High School Career Center Partnership will connect students with industry certifications and postsecondary programs that lead to high wage, in demand careers. Industry partners and the local workforce development board will collaborate through this Career Center to provide up to date information connecting students with a path to good jobs. The new Raymondville High School Career and College Readiness Coordinator will manage Career Center activities.

The Pathway to Teaching program of study will guide students from high school introductory courses in education to a postsecondary bachelor's degree, teaching certification, and a career in teaching. In order to increase dual enrollment course offerings and make postsecondary credentials more accessible and affordable, grant funds will be used to pay tuition and fees for teachers to attain the credentials to teach dual enrollment. Grant activities will promote the teaching profession and build a "grow your own" pipeline of effective teachers back into the community.

The proposed grant program is directly related to campus and district goals that are included in the "Vision 2020" District Strategic Plan, Raymondville ISD District Improvement Plan, and the Raymondville High School Campus Improvement Plan.

Raymondville ISD serves students in the heart of Willacy County, with the highest poverty rate in the state of Texas. The demographics of this area give even greater meaning to the Perkins Reserve Grant Program purpose, *"Helping students to enter community colleges and universities while supporting them through the completion of certificates and degrees will mean demonstrating that higher education is one of the best paths toward greater social and economic mobility."* The impact of this program will make a greater difference in this area than it would in any other part of the state.

Raymondville ISD developed the budget for this grant by first determining what expenditures would be necessary to meet the grant goals. The district coordinated with program partners to obtain estimates and commitments to matching contributions before creating the budget. The district then used the T.E.A. "Program Guidelines," "General and Fiscal Guidelines" and "Administering a Grant" documents to create the detailed budget with matching contributions.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Raymondville High School is eligible for this grant as a CTE program with high numbers of CTE students and high percentages of CTE students.

The district follows a needs assessment process created by the Region 13 Texas Center for District and School Support. The District Educational Improvement Committee (DEIC) reviews, updates, and implements this process annually in the development of a district improvement plan. The district collaborates with the Region One Educational Service Center and outside consultants for input to review and update or change processes.

The Special Programs Director, with more than seven years of successful administrative and grants management experience, knowledge of Career and Technical Education and the labor market, will implement the program at the district level. Day to day operations will be managed by the new Raymondville High School Career and College Readiness coordinator, who has more than five years of college and career guidance experience, more than five years of grant management experience, and knowledge of Career and Technical Education and the labor market.

Raymondville ISD will evaluate the program by the number of students served, the quality of student outcomes, and the frequency of grant activities. To do this, data will be collected through the student information management system, student surveys, direct observation, and by collecting the results of industry certification and college course completion. Raymondville ISD will report all mandatory performance measures.

Quarterly reviews will be scheduled with the data to be collected and analyzed. Based on the quarterly reviews, the district will track progress toward goal attainment, and determine if changes to the plan are necessary. In between the quarterly reviews, the Campus Leadership Team, including the Career and College Readiness Coordinator, will meet weekly as part of ongoing data collection and progress monitoring. Based on the data collected and reviewed during meetings, the leadership team may determine that course changes are needed before a quarterly review in order to attain the goals.

This grant proposal completely and accurately answers all TEA requirements. Through an internal grant development and review process, this proposal was written to have the greatest impact on student outcomes, and to receive the maximum allowable points during scoring.

The district is committed to the continuous improvement of Career and Technical Education. This program will be sustained after the grant period through weighted CTE funding generated, and by coordinating other local and federal funding sources.

**The Labor Market & Career Information Department of the Texas Workforce Commission*

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$23,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$20,000	\$	\$20,000	\$8,500
Schedule #9	Supplies and Materials (6300)	6300	\$40,000	\$	\$40,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$15,000	\$	\$15,000	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$75,000	\$	\$75,000	\$31,500

Administrative Cost Calculation

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3,750

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director		1	\$	\$5,000
5	Project coordinator		1	\$	\$15,000
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21				\$	
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$	\$
26	6119	Professional staff extra-duty pay		\$	\$3,000
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$23,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 245903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$4,500
	Specify purpose: Career Center for IHE and Industry Partners, office space for IHEs		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$4,500
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1			\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$20,000	\$4,000
(Sum of lines a, b, and c) Grand total		\$20,000	\$8,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 245903		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$40,000	\$
Grand total:		\$40,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 245903

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$15,000	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 245903

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 245903										Amendment # (for amendments only):					
Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.															
Student Category	Student Number	Student Percentage	Comment												
Economically disadvantaged	439	86.25%	The U.S. Census Bureau estimates 38.8% of Willacy County residents live in poverty, <u>the highest rate in Texas</u> ; Raymondville poverty rate is 40.9%												
Limited English proficient (LEP)	17	3.34%													
Attendance rate	NA	91.1%													
Annual dropout rate (Gr 9-12)	NA	1.1%													
Teacher Category	Teacher Number	Teacher Percentage	Comment												
1-5 Years Exp.	7	18%	3 beginning teachers – 7%												
6-10 Years Exp.	9	23%													
11-20 Years Exp.	8	20%													
20+ Years Exp.	13	32%													
No degree	0	0%													
Bachelor's Degree	35	88%													
Master's Degree	5	12%													
Doctorate	0	0%													
Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution									
Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
										140	130	120	110	500	
Teachers															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
										2	3	4	4	13	

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Schedule #13—Needs Assessment

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Raymondville ISD continuous improvement process includes ongoing data collection and analysis, which serves as the first step in conducting any needs assessment. With a clear picture of the organization, the district completes a needs assessment with the following steps:

Determine the reason for needs assessment - the District "begins with the end in mind" in order to develop a focused and relevant needs assessment. The reason for this needs assessment concentrated on the Perkins Reserve Program Description: *"Texas faces a significant challenge in helping students become career and college ready in ways that address both current and future workforce needs. Helping students to enter community colleges and universities while supporting them through the completion of certificates and degrees will mean demonstrating that higher education is one of the best paths toward greater social and economic mobility."*

Identify data and stakeholders needed to inform the needs assessment - once the reason for needs assessment is determined, the district identifies the data and stakeholders necessary to complete the assessment. This needs assessment included a rich set of student, school, community, regional and state-level data; and input from stakeholders including students, parents, community members, businesses, teachers, school administrators, university partners, the Region One Educational Service Center, and the Lower Rio Grande Valley Workforce Solutions.

Gather and analyze data to determine need

A team of stakeholders gathers and analyzes the data to determine needs. This step is a cycle of data gathering, analysis, and identification of new data and stakeholders. Through this process, needs are documented where there is a difference between current achievement and desired outcome.

Prioritize based on urgency and impact

Finally, the team prioritizes needs based on the urgency in addressing the each, and the impact that addressing the need will have.

Raymondville ISD will serve the Raymondville High School campus with this grant because it is the only eligible campus in the district.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address												
1.	<p>To connect more students to pathways toward high demand, high wage jobs; in order to decrease the unemployment rate, decrease poverty rate, and increase educational attainment</p> <table border="1"> <thead> <tr> <th></th> <th>Raymondville</th> <th>Texas</th> </tr> </thead> <tbody> <tr> <td>Unemployment rate</td> <td>14.6%</td> <td>4.2%</td> </tr> <tr> <td>Poverty rate</td> <td>40.9%</td> <td>17.2%</td> </tr> <tr> <td>Adults with bachelor's degree or higher</td> <td>5.6%</td> <td>27.6%</td> </tr> </tbody> </table> <p>Raymondville has more than double the state's poverty rate, and Willacy County has the highest poverty rate in the state.</p> <p><i>*United States Census Bureau</i></p>		Raymondville	Texas	Unemployment rate	14.6%	4.2%	Poverty rate	40.9%	17.2%	Adults with bachelor's degree or higher	5.6%	27.6%	<p>By creating a Pathway to Teaching, Raymondville ISD will connect student to the <u>top</u> job in the Lower Rio Grande Valley for the ten year period 2014-2024. The Texas Workforce Commission predicts that 7 of the top 25 jobs in the region will be in the education field, with 18,240 annual openings and a salary range of \$53,644 - \$80,847.* This program will open students' eyes to career opportunities within the teaching field, and demonstrate that higher education is one of the best paths toward greater economic and social mobility. The creation of a Career Center Partnership with UTRGV, TAMUK, TSTC, TSC, and regional industry partners will transform the campus into a pathway hub for the education and training career cluster and several other high wage, high demand jobs as defined by the Lower Rio Grande Valley Workforce Board.</p> <p><i>*The Labor Market & Career Information Department of the Texas Workforce Commission</i></p>
	Raymondville	Texas												
Unemployment rate	14.6%	4.2%												
Poverty rate	40.9%	17.2%												
Adults with bachelor's degree or higher	5.6%	27.6%												
2.	<p>Recruit, support and retain highly effective teachers in order to improve the educational outcomes for all Raymondville ISD students.</p>	<p>The Raymondville ISD Pathway to Teaching Program will develop a pipeline for talented students to become effective teachers in their community. The district will create work-based learning opportunities for students to gain real world experience working alongside RISD elementary and middle school teachers. The district surveyed a sampling of effective teachers as part of a teacher retention study. The top reason given for effective teachers who applied to and stayed with Raymondville ISD was, they were "from Raymondville". The majority of effective teachers from other areas left the district within three years, but nearly all effective teachers from Raymondville stayed with the district.</p>												
3.	<p>Increase the number of teachers with the credentials to teach dual enrollment classes, in order to increase the number of students graduating with more than 12 college hours</p>	<p>The Pathway to Teaching Program will put students on a path to earn a bachelor's degree with a teaching certificate. Through rigorous programs of study that include dual credit courses, this program will accelerate degree completion and make a teaching certificate more accessible and affordable. This program will include paying tuition for Raymondville ISD teachers to pursue graduate coursework in order to teach dual credit courses. Dual credit courses offered at Raymondville ISD will accelerate students' path to a bachelor's degree and teaching certificate.</p>												

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Special Programs Director	More than seven years of successful administrative and grant management experience. Knowledge of Career and Technical Education and labor market.
2.	Career and College Readiness Coordinator	More than five years of student college and career guidance experience, more than five years of grant management experience, Knowledge of Career and Technical Education and labor market.
3.	Practicum Teachers	Six certified teachers – Two in the grades K – 2, two in grades 3-5, and two in grades 6-8, with more than years of teaching experience and a proven record of effective teaching
4.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Prepare students for high demand, high wage teaching careers	1. Increase in students interested in teaching	1/15/2018	09/30/2018
		2. Students join TX Association of Future Educators	1/15/2018	5/15/2018
		3. Develop model classrooms for work-based learning	6/15/2018	8/15/2018
		4. Students enroll in "Pathway to Teaching" courses	2/15/2018	09/01/2018
		5.		
2.	Connect students to high wage, high demand careers	1. Develop career center partnerships with IHEs	12/15/2017	02/15/2018
		2. Develop career center industry partnerships	12/15/2017	05/15/2018
		3. Begin to serve students in career center	2/15/2018	05/15/2018
		4. Begin to host job fairs with career center partners	01/15/2018	09/30/2018
		5. Increase in industry certifications earned	01/15/2018	06/15/2019
3.	Improve student postsecondary achievement	1. Sign MOU with dual credit partners	12/15/2017	02/15/2018
		2. Increase number dual credit course offerings	2/15/2018	09/01/2018
		3. Increase number of students graduating w/12+ hrs	9/01/2018	06/05/2020
		4. Create cohort of teachers pursuing master's	01/15/2018	03/15/2018
		5. Teacher earn dual enrollment credentials	06/01/2018	06/01/2020
4.	Recruit, support and retain effective teachers through "grow your own" pipeline	1. Students gain real-world teaching experience in HS	09/01/2018	06/05/2020
		2. Students pursue postsecondary teaching program	05/01/2018	09/30/2019
		3. Create student-teaching agreement w/IHEs	02/15/2018	01/30/2019
		4. Students complete degree with teaching certification	09/01/2018	06/01/2020
		5. Recruit former graduates to teach in their community	01/15/2020	08/01/2020
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district develops SMART Goals and Objectives, and then aligns activities to attain those goals. Quarterly reviews are scheduled with the data to be collected and analyzed. Based on the quarterly reviews, the district tracks progress toward goal attainment, and determines if changes to the plan are necessary. In between the quarterly reviews, the Campus Leadership Team, including the Career and College Readiness Coordinator, meets weekly as part of ongoing data collection and progress monitoring. Based on the data collected and reviewed during meetings, the leadership team may determine that course changes are needed before a quarterly review in order to attain the goals.

Changes are communicated through a variety of methods to reach all stakeholders who will be impacted. Teachers receive information and plan for changes in regularly scheduled professional learning communities at the campus.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In recent years, Raymondville ISD has made significant improvements in Career and Technical Education. In 2015, RISD added a Health Science program of study, and over two years the district developed a practicum with an industry partner, became a Nurse Aide testing site and increased the number of students earning certification annually from six to thirteen. The district has more than 20 students preparing to test this year.

In 2016, Raymondville High School partnered with the Coastal Bend Craft Training Center to become a National Center for Construction Education and Research (NCCER) approved facility, and in 2017 the district added second approved facility at an alternative campus. Today, students are earning certifications in NCCER core, NCCER welding, and NCCER carpentry.

In 2017, the district partnered with local industry representatives to create an Electrician Pre-Apprenticeship program. Students will earn high school credit, receive 288 apprenticeship hours toward their Journeyman Electrician License, and can continue their apprenticeship with job placement upon graduation.

This year, the district added a Career and College Readiness Coordinator at Raymondville High School. The RHS College and Career Readiness Coordinator is responsible for the day-to-day operation of College and Career Services, including the overseeing pathways curriculum, and will manage the Career Center.

The Perkins Reserve grant program will become embedded into the overall CTE improvements at Raymondville ISD. Student success drives the district's commitment to continuous improvement, and stakeholders from all areas have bought in to achieving these goals.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	PEIMS data review of students enrolled in Pathway to Teaching	1.	Annual increase in students enrolled in Pathway to Teaching
		2.	Coherent sequence of courses in place
		3.	Student attendance greater than prior year average
2.	Bi-annual student survey - online survey delivered to RHS students	1.	Increased interest in teaching careers
		2.	Increase in number of students pursuing postsecondary path to teaching
		3.	
3.	Direct Observation and data review of Career Center activities	1.	Frequency of Career Center activities with IHEs and Industry Partners
		2.	Number of students served by Career Center
		3.	Observed indicators in Career Center Observation Protocol
4.	Direct Observation and data review of classroom and work site activities	1.	Observed indicators in classroom and work site observation Protocol
		2.	Student work samples demonstrate achievement
		3.	
5.	Collect data on student selected pathways and industry certification earned	1.	Increase in number of students earning industry certification
		2.	Increase in number of students pursuing high demand, high wage pathways
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Raymondville ISD will develop protocols for observing Career Center Activities, and will document activities and students served daily.

Student enrollment in Pathway to Teaching courses and student daily attendance will be documented in the student information management system. The course guide and master schedule will show that a coherent sequence of courses is in place.

Raymondville High School students will be surveyed bi-annually to assess interest in teaching careers, and the number of graduates pursuing a postsecondary path to teaching.

Campus and district administrators will collect observational data on Pathway to Teaching classroom and work-site activities. Teachers will submit student work samples to demonstrate student achievement.

Data on students enrolled in courses associated with industry certification will be documented in the student information management system, and results will be reported to the Career and College Readiness Coordinator as students earn certification. The Career and College Readiness Coordinator will compile data from Personal Graduation Plans on students pursuing pathways that are defined as high demand and high wage by the Texas Workforce Commission.

This data will be reviewed by the District Leadership Team quarterly to assess program progress, and changes will be made as needed.

In between the quarterly reviews, the Campus Leadership Team, including the Career and College Readiness Coordinator, meets weekly as part of ongoing data collection and progress monitoring. Based on the data collected and reviewed during meetings, the leadership team may determine that course changes are needed before a quarterly review in order to attain the goals.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 245903

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The district reviewed data from the Texas Workforce Commission (TWC) and the Lower Rio Grande Valley Workforce Development Board, Workforce Solutions. TWC published a report on Occupation Trends – Texas Career Check, ranking occupations making above Texas median wage of \$34,550, on projected growth for the years 2014-2024. Based on Texas Career Check, 7 of the top 25 jobs in the Lower Rio Grande Valley Region are in the education and training career cluster, with a salary range of \$54,000 – \$80,000. The Lower Rio Grande Valley Workforce Solutions also identified Elementary School, Middle School and Secondary School teacher, and teacher assistant as target occupations for the region. Given this data, the district coordinated with Willacy County Schools to meet directly with Texas Workforce Commission and Workforce Solutions staff.

Through ongoing coordination with TWC and Workforce Solutions over the span of months, the district reviewed programs of study related to several occupations on the regional target list. Careers in education stood out as high wage and high demand for the area. This ultimately led the district to focus on a developing a Pathway to Teaching program of study.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 245903

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Raymondville ISD will continue to coordinate with industry partners, including University of Texas Rio Grande Valley, Texas A&M University Kingsville, Texas Southmost College, Teach for America Rio Grande Valley, and Region One ESC, to develop the Pathway to Teaching program of study. The Pathway to Teaching is aligned to the top high demand, high wage job in the region, and will span secondary and postsecondary education.

With College and University Partners, the district will identify dual enrollment course offerings that will best guide students to a career in teaching and allow students to complete a bachelor's degree with teaching certification in three years or less after graduating from high school. The program of study will begin become more rigorous as students progress, and will provide opportunities for student to complete an associate's degree on their path to a bachelor's degree.

Teach for America Rio Grande Valley and University Educator Preparation Programs will assist in developing the work-based learning experience to best prepare students for a career in education.

Raymondville ISD worked with Willacy County Schools, local IHEs, and Region 1 ESC to begin developing a Pathway to Teaching program of study.

While in high school, students will complete a coherent sequence of CTE courses in the education and training career cluster. The Pathway to Teaching program of study will include:

- Human Growth and Development
- Instructional Design, and
- Practicum in teaching

The Instructional Design and Practicum courses will give students real-world industry experience, working in model classrooms, alongside experienced teachers at Raymondville elementary and middle schools.

The district will extend teaching in learning through a Texas Association of Future Educators career and technical student organization.

Simultaneously, students will complete transferable core area dual credit courses leading to a bachelor's degree with teaching certification. College counselors from local universities will collaborate with high school counselors to guide students along the best pathway to teaching. Students will complete their bachelor's degree at an Institution of Higher Education, complete an educator preparation program, and earn a teaching certificate

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 245903

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The following courses are required for an **Associate of Arts in EC-6th Grade Teaching** from Texas Southmost College, courses in **bold** will be offered for dual credit:

ENGL 1301 Composition I
ENGL 1302 Composition II
MATH 1314 College Algebra
HIST 1301 United States History
HIST 1302 United States History II
GOVT 2305 Federal Government
ARTS 1301 Art Appreciation
SPCH 1315 Public Speaking
BIOL 1308 Biology I
BIOL 1309 Biology II
XXXX Component Area Option
PSYC 2301 General Psychology
MATH 1350 Mathematics for Teachers I
ENGL 2341 Forms of Literature
XXXX X3XX2 Life and Physical Sciences
MATH 1351 Fundamentals of Mathematics II
EDUC 1301 Intro to the Teaching Profession
GOVT 2306 Texas Government
XXXX X3XX2 Life and Physical Sciences
EDUC 2301 Intro to Special Populations

While in high school, students will complete a coherent sequence of CTE courses in the education and training career cluster, including *Human Growth and Development*, *Instructional Design*, and *Practicum in Education and Training*. Simultaneously, students will complete transferable core area dual credit courses leading to a bachelor's degree with teaching certification. Students will complete their bachelor's degree at an Institution of Higher Education, complete an educator preparation program, and earn a teaching certificate. Following this crosswalk, students will receive 30 credit hours while in high school, and can complete an Associate's degree within one year of graduating from high school. Students may also use these credits toward completing a bachelor's degree program in education from the University of Texas RGV or Texas A&M University Kingsville within three years of graduating from high school.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 245903

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Raymondville ISD will partner with several organizations to deliver a rich and meaningful experience for students:

- College and university advisors will coordinate with high school counselors to guide students to their best pathway to teaching and other high demand, high wage jobs.
- Colleges and universities will provide information on pathways to high demand, high wage jobs through the career center
- University of Texas Rio Grande Valley will host a "Those who can, Teach" summer program for students
- Texas A&M University Kingsville will provide master's degree programs for teachers gain credentials to teach dual enrollment
- Texas Southmost College will offer a pathway to an associate's degree, leading to a bachelor's degree or a job as a teacher assistant, which is a Workforce Solutions target occupation for the region.
- Region 1 ESC will host career fairs to assist in the recruitment of effective teachers, and participate in local career fairs to encourage students to pursue a career in teaching
- L.C. Smith Elementary, Pittman Elementary, and Myra Green Middle School will host model classrooms where high school students will work alongside experienced teachers to gain real-world experience

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Raymondville ISD will partner with the following organizations to assist with curriculum development to support relevant and frequent industry experiences for students participating in the program.

- Teach for America Rio Grande Valley
- Region 1 ESC
- University of Texas Rio Grande Valley Educator Preparation Program
- Texas A&M University Kingsville Educator Preparation Program

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County-district number or vendor ID: 245903

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Raymondville ISD is committed to improving the lives of students. The Pathway to Teaching Program gives students a real opportunity for economic and social mobility by connecting them to high wage, high demand teaching jobs. The district will utilize grant funds to establish the career center and Pathways to Teaching program. Once established, the program will be self-sustaining based on the weighted CTE funding it generates, and the local matching contribution will be sustained beyond the grant period. The district is also committed to improving the recruitment and retention of effective teachers. The Pathway to Teaching Program creates a pipeline of effective teachers into the district. This will increase the teacher retention rate in the long term, allowing additional resources to sustain the program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 245903

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Raymondville ISD worked with Willacy County Schools, local IHEs, and Region 1 ESC to identify capstone industry certifications and programs of study. Based on data analysis and stakeholder input, Raymondville ISD decided to implement a program of study leading industry certification in teaching, the region's **highest rated** career.

While in high school, students will complete a coherent sequence of CTE courses in the education and training career cluster. The Pathway to Teaching program of study will include:

- Human Growth and Development
- Instructional Design, and
- Practicum in teaching

The Instructional Design and Practicum courses will give students real-world industry experience, working in model classrooms, alongside experienced teachers at Raymondville elementary and middle schools.

The district will extend teaching in learning through a Texas Association of Future Educators career and technical student organization.

Simultaneously, students will complete transferable core area dual credit courses leading to a bachelor's degree with teaching certification. College counselors from local universities will collaborate with high school counselors guide students along the best pathway to teaching. Students will complete their bachelor's degree at an Institution of Higher Education, complete an educator preparation program, and earn a teaching certificate including, but not limited to:

Core Subjects: Grades 4-8;

Core Subjects: Early Childhood-Grade 6

The district will continue working with industry partners to further develop and align the Pathway to Teaching program of study.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 245903

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The Perkins Reserve Grant Funds will be used to establish a career center, partnering with technical colleges, universities, Workforce Solutions, and local industry to connect students with high demand, high wage jobs. The Career Center will enhance the current CTE program by improving partner relationships and connecting students the current CTE programs to jobs and postsecondary opportunities.

The district will coordinate with the city of Raymondville and local IHEs, including University of Texas Rio Grande Valley, Texas A&M University Kingsville, Texas Southmost College, and Texas State Technical College to provide office space for each entity to have a physical location in the city in order to better serve students. College Advisors will assist to guide students toward programs leading to high demand, high wage jobs.

Raymondville ISD is already experiencing the benefits of improved relationships with local colleges, universities, and the Workforce Development Board; this school year, the district is better aligning programs of study to the state and regional labor markets.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 245903

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 245903

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 245903

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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